DOCUMENT RESUME

ED 358 781 HE 026 510

AUTHOR Fontaine, Sheryl I., Ed.; Hunter, Susan, Ed.
TITLE Writing Ourselves into the Story: Unheard Voices from Composition Studies.
REPORT NO ISBN-0-8093-1827-X
PUB DATE 93
NOTE 400p.
AVAILABLE FROM Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 (paperback: ISBN-0-8093-1827-X, $16.95; hardback: ISBN-0-8093-1826-1, $29.95).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *College Instruction; Essays; Females; Feminism; Graduate Study; Higher Education; Homosexuality; Personal Narratives; Research Reports; Sex Role; *Writing (Composition); *Writing Instruction; Writing Teachers

ABSTRACT

This book presents 23 essays, research studies, and personal narratives on topics that reflect the neglect and frustration experienced by the "silent majority" in the field of composition within academia. The essays and their authors are as follows: "Tosca Was a Woman" (Susan Pepper Robbins); "Invisible Diversity: Gay and Lesbian Students Writing Our Way into the Academy" (Sarah Sloane); "Freeway Flyers: The Migrant Workers of the Academy" (Frances Ruhlen McConnel); "Looking for a Gate in the Fence" (Clare A. Frost); "The Dangers of Teaching Differently" (Susan Hunter); "Hearing Our Own Voices: Life-saving Stories" (Lynn Z. Bloom); "The Fate of the Wyoming Resolution: A History of Professional Seduction" (Jeanne Gunner); "Composition Teaching as 'Women's Work': Daughters, Handmaids, Whores, and Mothers" (Cynthia Tuell); "Directing Without Power: Adventures in Constructing a Model of Feminist Writing Programs Administration" (Marcia Dickson); "Tales Too Terrible to Tell: Unstated Truths and Underpreparation in Graduate Composition Programs" (Michael A. Pemberton); "Seeking Aunt Beast: A Collage Essay" (Jean Fairgrieve); "Students' Stories and the Variable Gaze of Composition Research" (Wendy Bishop); "Student Voices: How Students Define Themselves as Writers" (Carol Lea Clark and Students of English 1803); "Privacy, Peers, and Process: Conflicts in the Composition Classroom" (Patricia Prandini Buckler, et al.); "Rites of Passage: Reflections on Disciplinary Enculturation in Composition" (Chris M. Anson); "Appearance as Shield: Reflections about Middle-Class Lives on the Boundary" (Irene Papoulis); "Writing in the Margins: A Search for Community College Voices" (Elizabeth A. Nist and Helon Howell Raines); "Resuscitating a Terminal Degree: A Reconceptualization of the M.A. in Composition" (Sheryl I. Fontaine); "Robert Zoellner's Talk-Write Pedagogy" (Gary Layne Hatch and Margaret Bennett Walters); "Gender in Composition Research: A Strange Silence" (Nancy Mellin McCracken, et al.); and "As We Share, We Move into the Light" (Penelope Dugan). (GLR)